BULLETIN

OF

THE STATE TEACHERS COLLEGE

Salisbury, Maryland

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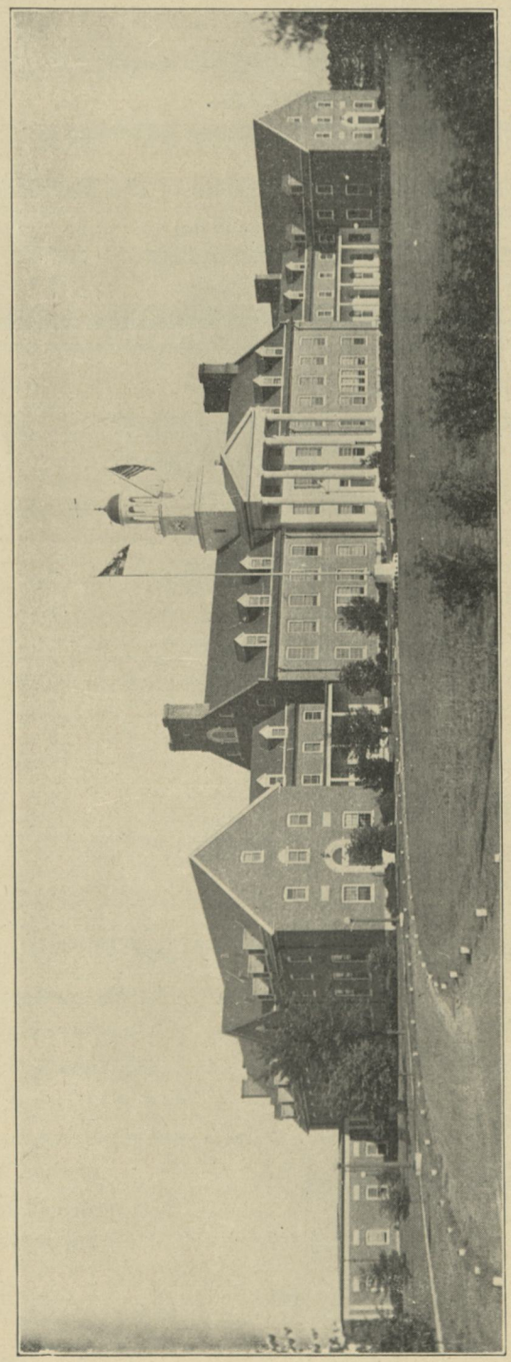
College Columns



State Teachers College at Salisbury. Administration Building in center; Library and Teachers' Offices in wings at left; Social Room, Dining Hall, and Infirmary in wings at right, Auditorium and Gymnasium in rear of Administration Building; portion of Elementary School shown in rear of left wing; Tennis Courts and Athletic Fields in rear of building.

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THE STATE TEACHERS COLLEGE FACULTY

BLACKWELL, J. D. — *President*
B.S., University of Missouri; A.M., Teachers College, Columbia University; Ph.D., The Johns Hopkins University

BENNETT, LUCY W. — *Literature, Speech*
A.B., Randolph-Macon Woman's College; A.M., Columbia University

BLACK, MARGARET H. — *Music*
A.B., University of Delaware

CARUTHERS, THOMAS J. — *Director of Teacher Education*
B.S., Southeast Missouri State Teachers College; A.M., Teachers College, Columbia University; Ed.D., New York University

FLEMING, A. L. — *Economics, Geography, Sociology*
B.S., Middle Tennessee State Teachers College; A.M., George Peabody College for Teachers

FLEMING, FRANCIS BELCHER — *English and Music*
A.B., Middle Tennessee State Teachers College; A.M., George Peabody College for Teachers

GLENN, JAMES F. — *Chemistry, Mathematics, Physics*
A.B., University of North Carolina; M.S., New York University

JAMART, HELEN L. — *Health, Physical Education*
Diploma, Harvard University School of Physical Education

MAGGS, BENN — *Health, Physical Education, Orchestra*
B.S., State Teachers College, East Stroudsburg, Pa.; M.A., New York University

MATTHEWS, ANNE H. — *English, Supervision*
A.B., Colorado State Teachers College; A.M., Teachers College, Columbia University; Ed.D., New York University

MAY, JOHN B. — *English, Psychology, Philosophy*
B.S., M.S., Ph.D., University of Virginia

POWELL, RUTH F. C. — *Social Director, Home Economics*
B.S., Teachers College, Columbia University

PURNELL, HENRIETTA E. — *Art, Industrial Art*
B.S., A.M., Teachers College, Columbia University

SIMONDS, FLORENCE T. — *Botany, Zoology*
B.S., M.S., Ph.D., University of Maryland

THOMAS, IDA BELLE WILSON — *History*
B.S., A.M., Teachers College, Columbia University; Ed.D., New York University

CAMPUS ELEMENTARY SCHOOL

BRADY, BERNICE — *Grades 1-2*
A.B., The University of Iowa; M.S., Oklahoma A. & M. College

HYDE, PAUL — *Grades 6-7*
B.S., Western Maryland College; A.M., Teachers College, Columbia University

RIALL, PAULINE — *Grades 3-4*
B.S., A.M., Teachers College, Columbia University

WEANT, MARGARET — *Grades 5-6*
B.S., The Johns Hopkins University; A.M., Teachers College, Columbia University

LIBRARY

CHAIRES, GRACE STRICKLAND — *Librarian*
A.B., Washington College; B.S., Library Science, Drexel Institute; A.M., University of Michigan

COOPER, ANNA JONES — *Assistant Librarian*
Diploma, State Normal School, Salisbury; Advanced Work, School of Library Science, Columbia University

LEWIS, GLADYS — *Assistant Librarian*
Diploma, State Normal School, Salisbury

OFFICE

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A.B., Goucher College

HUFFINGTON, PAUL E. — *Registrar*
A.B., A.M., University of Maryland

DEVELOPMENT OF THE STATE TEACHERS COLLEGE

The State Teachers College at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training institution to care for the educational interests of the section. It has now been serving the people of Maryland since 1925 and is firmly established as an indispensable part of the State's public school system.

The school was authorized by the Legislature of 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres, ideally located, near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the Legislature of 1927. After initiating a building program and completing certain units of the college plant, the Commission went out of existence, and the rest of the building was done under the direction of the State Board of Education.

The college has developed into a center of educational activities, especially for the Eastern Shore.

LOCATION OF THE COLLEGE

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive city, with cultured people who do their part to make life at the State Teachers College pleasant and profitable. Situated at the head of navigation on the Wicomico River, with hard surfaced highways radiating in every direction, Salisbury

is easily accessible from all parts of Maryland. Its lakes and river give it a natural setting of rare beauty. Maryland's seaside resort, Ocean City, is only thirty miles away. Wilmington, Philadelphia, and Baltimore are within easy motoring distances. The Pennsylvania Railroad trunkline from New York to Norfolk and the South passes through Salisbury. De luxe buses run on regular schedule to all parts of the peninsula.

Residents of the Western Shore may select any of four routes to Salisbury: by train via Baltimore and Wilmington; by motor car via Baltimore; Elkton, Maryland; Middletown, Delaware; and Dover, Delaware; via Sandy Point-Matapeake ferry, thence by motor car or Red Star bus to Salisbury; by the Red Star Motor Bus, which furnishes through passenger service from Baltimore to Salisbury by way of the Matapeake ferry. Full details concerning schedules will be furnished upon request.

The College is located between Camden Avenue and Salisbury Boulevard at the junction of College and Camden Avenues. The grounds comprise attractive lawns, with flowers, trees, shrubbery, and evergreens, as well as ample playground areas and gardens. A distinctive feature is the athletic field, where training in all forms of sport is given.

THE COLLEGE PLANT

The entire group of buildings as originally planned is now in use, the final additions having been occupied in the fall of 1932. The buildings comprise the administration building, containing the auditorium, classrooms, gymnasium, offices, and dormitory rooms; the north wing and connecting wing, including the library, little theatre, and faculty offices; and the south wing and connecting wing, containing the social room, dining hall, service room, kitchen, infirmary, visual education room, and dormitory rooms for students and guests. The laboratory school, comprising four classrooms, library, and teachers' offices, is at the rear of the north wing. The building plan is unique in that every facility is practically under one roof and may be reached without suffering exposure in inclement weather.

LIVING ACCOMMODATIONS

The State Teachers College at Salisbury has rooms for resident women students on the second and third floors of the north wing and on the third floor of the administration building.

Baths and student's laundries are conveniently located, and each room has a lavatory with hot and cold running water. Each room accommodates two students. Young men students room in homes adjacent to the campus, and take their meals in the college dining hall.

Students enjoy the comforts and conveniences of a social room and dining hall, which, in their decorations and furnishings, are superior to those found at most similar institutions. Every opportunity is afforded students to enjoy, under helpful and sympathetic guidance, approved social, moral, and religious surroundings.

ADMISSION REQUIREMENTS

1. GRADUATION FROM AN APPROVED HIGH SCHOOL:

   Graduation from a standard public high school or accredited nonpublic secondary school is required for entrance to the College.

2. RECOMMENDATION BY THE HIGH SCHOOL PRINCIPAL AND BY THE SUPERINTENDENT:

   The recommendation of the principal of the high school from which the applicant has graduated and also the recommendation of the superintendent in whose area the school is located are required.

   Graduates of nonpublic Maryland schools and out-of-State schools who are admitted must have the recommendation of the principal and must have completed a well-or ganized curriculum totaling 16 units and including the following constants required for graduation from any Maryland public high school:

Subject	*Units*
English	4
Mathematics	1
Social Sciences, of which 1 unit must be in United States History	2
Science	1
Acceptable electives	8
Total	16

3. SCHOLARSHIP:

   The standards for students entering from Baltimore City

and from the counties, though based on different marking systems, are approximately the same and are as follows:

County students—The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and of the superintendent of schools.

Baltimore City students—The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the Teachers Colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages between 75 and 80 may be considered for admission on the recommendation of the high school principal and the superintendent of schools.

4. HEALTH:

A thorough physical examination by the College physician is required for admission.

5. CITIZENSHIP:

According to a By-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State Teachers Colleges.

6. ADVANCED STANDING:

An applicant for advanced standing who presents a record of honorable dismissal from the college attended may be allowed credit for college work completed in so far as the work approximates courses offered at the Teachers College. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is

provisional until the student has established a satisfactory record in the College.

A transfer student must earn the last year of credit (thirty-two semester hours) at the Teachers College which awards the degree. If the applicant has graduated from a two- or three-year curriculum at one of the Maryland State Teachers Colleges the requirements may be reduced to not less than two summers of ten weeks each, or one semester. Summer school courses at the College may be counted toward the last year of the requirement for the degree.

7. TRANSFERS FROM ONE MARYLAND TEACHERS COLLEGE TO ANOTHER:

A properly qualified student may enter any one of the three Maryland Teachers Colleges but, when a choice of schools has been made, no transfer to another Maryland Teachers College shall be permitted under any conditions or at any time, except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the State Board of Education. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student beginning the third year at the State Teachers College is required to sign the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the College, the pledge to teach shall cover one year.

REQUIREMENTS FOR THE DEGREE

To qualify for the degree of B.S. in Education, a student must earn credit for four full years of work, or 128 semester hours, including the following courses:

Subject	*Semester Hours*	
Art	6	6
Education:		
Educational Psychology	3	
Curriculum Materials and Methods	12	
History of Education	2	
Children's Literature	3	
Directed Teaching	16	
		36

English:		
English and American Literature	6	
Composition	6	
Elective (required)	6	
		18
Geography	6	6
Mathematics	3	3
Music	6	6
Physical and Health Education	8	8
Science: Physical and Biological Sciences	12	12
Social Sciences:		
History of Europe	6	
History of the United States	6	
Elective (required)	6	
		18
*Free Electives	15	15
Total		128

STANDARDS OF WORK

An average of C in the four years' work and a grade of C or more in directed teaching are required for graduation.

STUDENT LOAD

Sixteen semester hours constitutes the normal student load for a semester and only upon approval of a faculty committee may the student register for a heavier schedule. No student is permitted to carry more than eighteen hours in any one semester.

Ten semester hours constitutes the normal student load for a ten-week summer session and only upon approval of a faculty committee may a student register for as many as eleven or twelve semester hours.

EXPENSES

Tuition for Maryland Students

A uniform fee of $100.00 for tuition for each academic year is charged at each of the State Teachers Colleges for white students. This amount includes the charges for registration and for health and laboratory services.

* Not more than 9 semester hours in electives will be allowed in any one subject.

Cost for Maryland Resident Students

The cost for a resident student for the regular academic year is $316—$216 for room and board, and $100 for tuition. All expenses are payable in two equal installments in advance, $158 on the opening day of each semester. In addition to this, a $5.00 breakage fee is deposited by each new student. This is refunded when a student graduates or withdraws from the college, if there is no charge against his record.

A student activities fee of $10.00 is collected at the request of the student body and is payable at the time of the fall registration.

All women resident students are required to live in the dormitory. Desirable rooming facilities for men students are available in nearby homes. The resident cost is the same for men as for women. All resident students are subject to the disciplinary control of the College.

Cost for Out-of-State Students

Students who are not legal residents of Maryland and who meet the entrance requirements may be admitted. Such students pay all the fees charged Maryland students plus a surcharge of $200 per academic year.

Late Registration Fee

Any student who registers after the date of registration named in the calendar is required to pay a late entrance fee of $2.00.

The Breakage Fee

A breakage or property deposit of $5.00 is required of each student entering the college for the first time. This fee is refunded when the student graduates or withdraws, if he has no charges against his record. In addition to individual breakage charges, there are group losses and breakages which are prorated and charged to the students involved.

Transcript of Record

One transcript of a student's record will be issued free of charge. A charge of $1.00 is made for a second and each subsequent transcript.

Summary of Expenses

	Semester I	*Semester II*	
MARYLAND RESIDENTS:			
Tuition	$50.00	$50.00	
Board and room	*108.00	108.00	
†Expenditure for textbooks	10.00	------	
Breakage fee, refundable—all freshmen or new students	5.00	------	
Activities fee—agreed upon by students	10.00	------	
Totals	$183.00	$158.00	$341.00
OUT-OF-STATE RESIDENTS:			
Surcharge in addition to fees shown above	$100.00	$100.00	

The Activities Fee

On registration day of each academic year every student is required to pay an activities fee of $10.00, and on registration day in the summer session an activities fee of $2.00. This money belongs to the student body and is used for class dues and for furthering such activities as student publications, athletics, dramatics, the orchestra, the student government association, and for financing assembly programs. There will be no refund of the activities fee after the first two weeks following registration.

Men Students

Men who register as boarding students are given meals at the college. The college rents for them desirable rooms in nearby homes where, after rigid inspection, conditions are found acceptable for comfortable and convenient living.

Cost for the Summer Session

The expenses for the summer terms which are being conducted in connection with the accelerated program during the war emergency are as follows:

MARYLAND RESIDENTS:	
Tuition, ten-week session	$35.00
Room and board	8.00 per week
Breakage fee, refundable	5.00
Activities fee—agreed upon by students	2.00
OUT-OF-STATE RESIDENTS:	
Surcharge in addition to fees for Maryland residents	$65.00

* If a room reservation fee has been paid, deduct $10.00 from this amount.
† Textbooks which can not be included in the expenditure of $10.00 per student are furnished by the College.

REFUNDS

As a basis for making refunds to students who withdraw, the following plan is used:

DAY STUDENTS:

1. A day student who withdraws within two weeks of his initial enrollment shall have refunded the tuition charge for that semester less $10.00.
2. A day student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund of tuition for the half-semester or half-session in which the withdrawal occurs.

RESIDENT STUDENTS:

1. A resident student who withdraws within two weeks of his initial enrollment shall have refunded the tuition charge for that semester (or whatever amount has been paid by the student) less $10.00; and shall have refunded also the amount paid for board and room minus the charge for one week in excess of his residence at the College.
2. A resident student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund for the half-semester or half-session in which the withdrawal occurs and will be charged for room and board for one week in excess of his residence at the College.

WHAT STUDENTS SHOULD BRING WITH THEM

Every student must furnish the following for personal use: bedroom slippers with soft heels, toilet soaps, bureau scarfs, blotter for study table, extra blankets, (the school provides one pair of blankets), a cover or spread for the bed, two laundry bags, two teaspoons, a drinking glass, and six all-white table napkins.

All sheets, towels, and pillow cases are furnished by the college.

For purposes of economy and uniformity in appearance and quality of materials, the college requires all students to purchase regulation athletic uniforms. These are procured by the college, at a minimum cost to the student.

LABORATORY SCHOOL FACILITIES

The State Teachers College at Salisbury has, for its laboratories, one campus and several off-campus elementary schools. The campus elementary school gives instruction to elementary school children in all grades from one to seven, inclusive. Observation and participation by student teachers starts at the beginning of the junior year and continues throughout the year.

The off-campus schools, located in the cities of Salisbury and Princess Anne, likewise give instruction in all grades of the elementary school. As conditions warrant, other laboratory centers will be established in nearby towns. Student teaching in off-campus schools is done during the first semester of the senior year.

LOAN FUNDS

THE EDNA M. MARSHALL MEMORIAL FUND:

The Edna M. Marshall Memorial Fund was established in June, 1935, as a living tribute to the memory of Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. It may be used only by worthy junior and senior students, and is available to the extent of from $25 to $150 per year. It is administered by a board whose membership includes two alumni and two members of the college faculty.

OTHER FUNDS:

The Samuel Chase Chapter of the Daughters of the American Revolution makes it possible for a limited number of students to secure needed loans at a low rate of interest.

The Albert S. Cook Student Loan scholarship of $100 is available annually only to freshmen.

FOUR-YEAR CURRICULUM LEADING TO THE B.S. DEGREE IN EDUCATION

(The completion of the first two years of this curriculum with an average grade of "C" or better will enable a student to enter the two-year professional curriculum at the State Teachers College at Salisbury or to transfer, with junior standing, to most colleges and universities of Maryland and of other states.)

The First Two Years (General)

First Year

First Semester (Select 16-18 sem. hrs.)*		Second Semester (Select 16-18 sem. hrs.)*	
REQUIRED		REQUIRED	
Subjects	Sem. Hrs.	Subjects	Sem. Hrs.
English 101—Composition and Cont. Lit.	3	English 102—Composition and Cont. Lit.	3
History 101—History of Europe	3	History 102—History of Europe	3
Physical Education 101	1	Music 102—Fundamentals	3
Science 101—Biological	3	Physical Education 102	1
		Science 102—Biological	3
ELECTIVE		ELECTIVE	
Art 101– Mechanical Drawing	2	Art 102—Composition	2
Economics 101—Principles	3	Mathematics 102—Trigonometry	3
English 103—Speech	3	Music 104—Orchestra	†1
Mathematics 101—Algebra	3	Physics 202—General	4
Mathematics 103—General	3	Sociology 102—Introductory	3
Music 103—Chorus	†1		
Physics 201—General	4		

Second Year

First Semester (Select 16-18 sem. hrs.)*		Second Semester (Select 16-18 sem. hrs.)*	
REQUIRED		REQUIRED	
Subjects	Sem. Hrs.	Subjects	Sem. Hrs.
English 201—English Literature	3	Art 202—Fundamentals of Design	3
History 201—History of the United States	3	English 202—American Literature	3
Music 201—Literature	3	Health Ed. 202—Personal Hygiene	2
Physical Education 201	1	History 202—History of the United States	3
Science 203– Physical	3	Physical Education 202	1
		Science 204—Physical	3
ELECTIVE		ELECTIVE	
English 205—World Literature	3	Art 204—History and Appreciation	2-3
Government 201—National	3	Botany 204—Field	2
Music 203—Orchestra	†1	Economics 202—Applied	2-3
Physics 201—General	4	Music 202—Current	2-3
Psychology 201—General	3	Music 204—Chorus	†1
Zoology 203—Field	2	Physics 202—General	4
		Psychology 202—Social	2-3

* No student may enroll for more than 16 semester hours without the approval of the faculty committee.

† Only one credit will be allowed for Chorus and/or Orchestra each year.

The Last Two Years (Professional)

Third Year

First Semester
(Select 16-18 sem. hrs.)*

REQUIRED

Subjects	Sem. Hrs.
Education 309—Seminar, Curriculum Materials and Methods	12
OR	
Education 301—Art, Elem. School	3
Education 303—Read. in Elem. School	3
Education 305—Science in Elem. School	3
Education 307—Soc. St. in Elem. School	3
Geography 301—Elements	3
Physical Education 301	1
ELECTIVE	
Music 303—Chorus	†1

Second Semester
(Select 16-18 sem. hrs.)*

REQUIRED

Subjects	Sem. Hrs.
Education 302—Student Teaching	8
Geography 302—Elements	3
Physical Education 302	1
ELECTIVE	
Art 302—Costume Design	2-3
Art 304—Crafts	2-3
Education 304—English Problems	2-3
History 302—International Relations	2-3
History and Geography 304—Maryland	2-3
Music 302—Creative	2-3
Music 304—Orchestra	†1
Electives from second semester of 1st, 2nd and 4th years.	

Fourth Year

First Semester
(Select 16-18 sem. hrs.)*

REQUIRED

Subjects	Sem. Hrs.
Art 401—Fine and Industrial	3
Education 401—Student Teaching	8
Education 403—Children's Literature	3
ELECTIVE	
Economics 401—Conserv. Nat'l Res.	2-3
English 403—The Novel	2-3
English 405—Shakespeare	2-3
Music 401—Community Singing	2-3
Music 403—History	2-3
Music 405—Orchestra	†1
Physical Education 401	1
Electives from first semester of 1st, 2nd and 3rd years.	

Second Semester
(Select 16-18 sem. hrs.)*

REQUIRED

Subjects	Sem. Hrs.
Education 402—History	2
Education 404—Educational Psychology	3
Mathematics 402—Gen. Math. (Applied)	3
ELECTIVE	
Economics 402—Consumer	2-3
Education 406—Audio-Visual Instruction	2-3
Education 408—Music in Elem. School	2-3
English 402—Mod. Comp. Drama	3
English 404—Play Production	2-3
Health Ed. 402—Health of School Child	3
Music 404—Chorus	†1
Physical Education 402	1
Physical Education 404—Folk Dancing	2
Electives from second semester of 1st, 2nd and 3rd years.	

NOTE 1: The length of the recitation period is 50 minutes.

* NOTE 2: No student may enroll for more than 16 semester hours without the approval of the faculty committee.

† Only one credit will be allowed for Chorus and/or Orchestra each year.

TWO-YEAR ACADEMIC (TRANSFER) CURRICULUM

The completion of each subject of this curriculum with a grade of "C" or better, will enable a student to transfer, with junior standing, to most colleges and universities of Maryland and of other states, in Arts and Science, Education, Journalism or Law, or to enter the Professional curriculum at the Maryland State Teachers College at Salisbury.

First Year

First Semester
(Select 16-18 sem. hrs.)

Subject	Sem. Hrs.
Art 101—Mechanical Drawing	2
Economics 101—Principles	3
English 101—Composition	3
Guidance 101—Orientation	1
History 101—Early European	3
Mathematics 101—Algebra	3
Mathematics 103—General	3
Music 103—Chorus	*1
Physical Education 101	1
Zoology 101—General	4

Second Semester
(Select 16-18 sem. hrs.)

Subject	Sem. Hrs.
Botany 102—General	4
English 102—Composition & Cont. Lit.	3
English 104—Speech (Same as Eng. 103)	3
Health Education 102—Pers. Hygiene	2
History 102—Later European	3
Mathematics 102—Trigonometry	3
Mathematics 104—General	3
Music 102—Fundamentals	3
Music 104—Orchestra	*1
Physical Education 102	1
Sociology 102—Introductory	3

Second Year

First Semester
(Select 16-18 sem. hrs.)

Subject	Sem. Hrs.
Art 203—History & Appreciation (Same as Art 204)	2
Chemistry 201—General	4
English 201—English Literature	3
English 203—Speech (Same as Eng. 103)	3
English 207—Mod. Comp. Drama (Same as English 402)	3
Geography 301—Principles	3
Government 201—National	3
Health Education 201—P. H. (Same as H. E. 102 and 202)	2
History 201—Early American	3
Music 201—Literature	3
Music 203—Orchestra	*1
Physical Education 201	1
Physics 201—General	4
Psychology 201—General	3

Second Semester
(Select 16-18 sem. hrs.)

Subject	Sem. Hrs.
Art 202—Fundamentals of Design	3
Chemistry 202—General	4
Economics 202—Applied	3
English 202—American Literature	3
English 204—World Literature (Same as English 205)	3
Geography 302—Economic	3
History 202—Later American	3
History 302—International Relations	3
Music 204—Chorus	*1
Nutrition 202—"Red Cross"	1
Philosophy 202—Introductory	3
Physical Education 202	1
Physics 202—General	4
Psychology 204—Social	3

* Only one credit will be allowed for Chorus and/or Orchestra each year.

NOTE 1: Freshmen students desiring to transfer to Agriculture, Chemistry, Commerce, Dentistry, Home Economics, Medicine, or Nursing at the end of the first year with sophomore standing, should enroll for Chemistry 201-202, plus such other courses as are necessary in the curriculum chosen.

NOTE 2: No student may enroll for more than 16 semester hours without the approval of the faculty committee.

ONE-YEAR ACADEMIC (TRANSFER)

First Semester (Select 16-18 sem. hrs.) Subject	Sem. Hrs.	Second Semester (Select 16-18 sem. hrs.) Subjects	Sem. Hrs.
Art 101—Mechanical Drawing	2	Chemistry 202—General	4
Chemistry 201—General	4	Economics 202—Applied	3
Economics 101—Principles	3	English 102—Composition & Cont. Lit.	3
English 101—Composition	3	English 104—Speech (Same as Eng. 103)	3
Mathematics 101—Algebra	3	Mathematics 102—Trigonometry	3
Physical Education 101	1	Physical Education 102	1
Physics 201—General	4	Physics 202—General	4
		Health Education 104—Personal Hygiene	2

NOTE 1: Any other freshman or sophomore subject offered may be substituted provided it can be scheduled.

NOTE 2: Credit for any of the above listed subjects may be used in meeting the requirements of either the two or four year curriculum at the State Teachers College at Salisbury.

NOTE 3: Freshmen students desiring to transfer to Agriculture, Chemistry, Commerce, Dentistry, Home Economics, Medicine, or Nursing at the end of the first year with sophomore standing, should enroll for Chemistry 201-202, plus such other courses as are necessary in the curriculum chosen.

NOTE 4: No student may be enrolled for more than 16 semester hours without the approval of the faculty committee.

DESCRIPTION OF COURSES

Art

Art 101, Mechanical Drawing—MISS PURNELL

2 double laboratory periods a week for 18 weeks. Semester credit, 2 hours.

This is a course in constructional and scale drawing, following engineering, architectural, and mechanical trends. It trains in skill, accuracy, and the proper use of mechanical tools.

Art 102, Composition—MISS PURNELL

2 double laboratory periods a week for 18 weeks. Semester credit, 2 hours.

This is an introductory course to develop understanding, appreciation, and skill in self-expression. The rudiments of art are stressed.

Art 202, Fundamentals of Design—MISS PURNELL

1 lecture and 2 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, to develop an understanding of composition and design as expressed in several art materials.

Art 204, History and Appreciation—MISS PURNELL

2-3 double laboratory periods a week for 18 weeks. Semester credit, 2-3 hours.

This is a study of the historical background of the arts from ancient to modern times.

Art 302, Costume Design—MISS PURNELL

2-3 double laboratory periods a week for 18 weeks. Semester credit, 2-3 hours.

A study of the art of dress. Proper and suitable clothing for all types of people and the historical background of styles will be included.

Art 304, Crafts—MISS PURNELL

2-3 double laboratory periods for 18 weeks. Semester credit, 2-3 hours.

The development of many types of handiwork and practice in the use of various materials are the aims of this course. Creative ability and ingenuity on the part of the student are prime assets.

Art 401, Fine and Industrial—MISS PURNELL

1 lecture and 2 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

The objective of the course is to develop competence in art expression. To this end students are given practice in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present will be considered, so that students may gain a knowledge of this history of art and thereby develop interest and understanding of art in its relation to cultural values. Prerequisite, Art 202.

Education

Education 309, Curriculum Materials and Methods—THE STAFF

Seminar, 12 hours a week for 18 weeks. Semester credit, 12 hours.

The child and his curriculum: An experience planned and directed by the entire staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age.

The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, in order to enable the students to study the development of skills and to help them to understand the importance of reading and language in the curriculum.

This professional experience will be directed through three courses in teaching—Teaching Science; Teaching the Social Studies; Teaching Mathematics—and a practicum in art, music, or physical education instruction. These courses will be coordinated through two courses: Curriculum Interpretation I—Expression through the Language Arts; Curriculum Interpretation II—Expression through Constructive Activities and Instructional Materials.

or

Education 301, Art in the Elementary School—MISS PURNELL

1 lecture and 2 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

This is a course to apply art techniques to the needs of all grade levels for the purpose of developing art activities as a means of motivating any

grade subjects. Actual work and observation of the various grades are encouraged.

Education 303, Reading in the Elementary School.....DR. MATTHEWS

3 hours a week for 18 weeks. Semester credits, 3 hours.

The chief purposes of this course are to give students an appreciation of the values of reading, an understanding of the complex problems involved in teaching it at the varying levels in the elementary school, and a functional knowledge of the materials and techniques to use in helping children develop basic habits and skills in reading. Opportunity is given each student to study reading problems as they relate to actual learning situations in the laboratory school. Attention is given to recent experimentation in the field.

Education 305, Science in the Elementary School.....DR. SIMONDS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course presents a survey of biology, chemistry, physics, and astronomy as needed in elementary school teaching. It also acquaints the student with courses of study in science and with materials and methods of science instruction.

Education 307, Social Studies in the Elementary School.....DR. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is planned to prepare students to teach those social studies which are required in the elementary school curriculum. To that end, much practice is given in the examination of textbooks, in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of social studies classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school social studies.

Education 302, 401, Directed Teaching.....DR. CARUTHERS, DR. MATTHEWS

15 hours a week for 36 weeks. Semester credit, 16 hours.

Students are placed in directed teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary grades, and to participate in all other activities for which regularly employed teachers are responsible.

Besides participation and teaching, the work of the student teacher includes individual and group conferences with trained teachers and supervisors. Guidance is given students in selecting materials, in organizing "units" for teaching purposes, and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop a teaching personality and an understanding of the principles of education in practice.

Education 304, English Problems.....DR. MATTHEWS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

Attention is given to language as experience and to situations in which communication plays a vital part. An attempt is made to show the place and value of "creative work" as a means of promoting skill and pleasure in communication. Students are given an opportunity to organize materials of instruction around centers of interest or "units of work" and to understand

learning problems through contact with the laboratory school. The principles underlying oral and written language, penmanship, and spelling are thus developed in their functional relationships. Emphasis is placed on the self-improvement of each student in oral and in written communication.

Education 402, History.....DR. THOMAS

2 hours a week for 18 weeks. Semester credit, 2 hours.

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

Education 403, Children's Literature.....DR. MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 404, Psychology.....DR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The study of educational psychology is directed toward understanding, predicting, and influencing the behavior of normal human beings. It builds upon the more general principles and theories derived from biology and general psychology, and seeks to make practical use of them in meeting the problems of education. More specifically, it attempts to provide bases for evaluating and making use of the maturation changes—mental, physical, emotional—which affect the educative process; the learning process, as normal for the individual and as it may be affected by environment and understanding guidance; and the growth and maintenance of healthy personality by both pupil and teacher.

Education 406, Audio-Visual Education.....DR. MATTHEWS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary school curriculum are considered in a practical way.

Education 408, Music in the Elementary School.....MISS BLACK

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

A course in the methods of teaching music, grades one through seven. An analysis is made of the graded music program for elementary schools' and objectives in teaching music are set up. Teaching songs and the rudiments of music, training the rhythm band, engaging in eurythmics and creative work, and other aspects of the music curriculum are observed and practiced in the Laboratory School. Prerequisite, Music 102, 201.

English

English 101-102, Composition and Contemporary Literature.....DR. MAY

3 hours a week for 36 weeks. Semester credit, 6 hours.

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities in-

volving both oral and written expression provide opportunity for application of those principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

English 103, 104, or 203, Speech—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

English 201, English Literature—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

In this course English literary history is presented through a detailed study of representative writings and great writers. Materials from Beowulf through Sheridan and from the Romantics through Thomas Hardy are included. Attention is given to types of literature and also to dominant continuing and recurrent trends in subject matter, movements, techniques, and social and literary philosophies.

English 202, American Literature—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

English 204 or 205, World Literature—MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is intended to give a background for the study of English literature. It is a survey of European literary masterpieces from the earliest times to the present day. Intensive study is made of the *Iliad*, the *Odyssey* and of the plays of Aeschylus, Sophocles, Euripides and Aristophanes. Lyric poetry of Greece, Rome, and of modern continental countries is studied. The course is intended to bring students into touch with the masterpieces of world literature and with the conditions which produced them in order that they may read with better understanding their own literature.

English 402, Modern Comparative Drama—MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

A study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another and to compare their techniques.

English 403, The Novel—MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

A critical and historical study of the growth and development of the English novel from its beginnings in the work of Defoe, Richardson, Fielding,

and other major authors, to the modern novel. Emphasis is placed upon the types and techniques. Consideration of the novels as interpretations of human life and of political, social, and scientific movements is stressed. Investigation of modern attitudes and tendencies in fiction is also emphasized.

English 404, Play Production—MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

A study of the fundamental principles of the production of plays. Actual practice is given in directing, in designing and selecting costumes, in arranging and designing sets, lighting, in casting, in rehearsal methods, and in the art of make-up.

Prerequisite or corequisite, Speech 103.

English 405, Shakespeare—MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

Guidance

Guidance 101, Orientation—DR. BLACKWELL

1 hour a week for 18 weeks. Semester credit, 1 hour.

The course as organized includes the making of an analysis of a limited number of professions and vocations, the consideration of the objectives of the different student organizations, the budgeting of time, the formation of effective study habits, the use of the library, types of entertainment and special programs, student relationships, personal appearance, school spirit, and extra-curricular activities.

A volunteer faculty adviser is assigned to each group of first year students. Throughout the semester, freshmen students, especially, are given such guidance as will enable them to meet social and personal problems, as well as to choose intelligently, a profession or vocation adapted to their respective interests and abilities.

Mathematics

Mathematics 101, College Algebra—MR. GLENN

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is primarily for those who will continue with more advanced work in mathematics. It includes a review of fundamental operations, graphs, theory of exponents, quadratic equations, inequalities, progression, mathematical induction, determinants, permutations and combinations, and theory of equations.

Mathematics 102, Trigonometry—MR. GLENN

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a course in plane trigonometry and includes the development of the functions of any angle, theory of logarithms, trigonometric identities and equations, inverse functions, and the solution of right and oblique triangles.

Mathematics 103, General—MR. GLENN

3 hours a week for 18 weeks. Semester credit, 3 hours.

The course is centered around the development of the concept of functions. The subject matter deals with algebraic functions, including linear, quadratic and functions of higher degree; the rate of change of a function and functions changing at a given rate.

Mathematics 104, General—MR. GLENN

3 hours a week for 18 weeks. Semester credit, 3 hours.

A continuation of Mathematics 103 in which the student is introduced to the trigonometric functions and their application in solving right triangles and oblique triangles. Selected topics from elementary analytical geometry are also included. Special attention is given to the practical uses of the principles involved by applying them to the solution of problems from the sciences and the student's environment.

Mathematics 402, General Mathematics (Applied)—DR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of the number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers; methods for organizing and describing quantitative data.

Math 106 — Analytic Geometric
Math 105 — Calc a Music.

Music 102, Fundamentals—MISS BLACK

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a basic course designed to develop the musical skills necessary for teaching music in the elementary school. It includes the correct use of the singing voice; elementary eurhythmics; elementary theory—including the major and minor modes, keys, and meters used in simple songs; tonal and rhythmic notation; elementary song-form; ear training and keyboard harmony as a basis for simple accompaniments.

Music 201, Literature—MISS BLACK

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a survey course in music literature which aims to build a background for the understanding of music as part of life today. The elements of music—rhythm, melody, and harmony—together with tone color and form, are discussed, and their significance in various compositions is illustrated. Types of the world's music are studied, including the following: folk songs of the nations—American folk songs—with illustrations of the influence of national folk idiom on composed music; art songs; the polyphonic style as it culminated in the works of Palestrina and Bach; the opera and the oratorio; the symphony; and the symphonic poem. They are considered in their historical and social settings. The voice and orchestral instruments are studied as agents of expression.

Music 202, Current—MISS BLACK

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

In this course a study of the trends in contemporary music is made. The approach is primarily appreciative, but historical data is employed in

order to draw comparisons with earlier idioms and ideologies.

Music 302, Creative—MISS BLACK

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is designed for students particularly interested in the creative aspects of music. A study form is made, and original work is done by each student. Rudiments of harmony are studied. The course is especially valuable to students interested in teaching music.

*Music 103, 204, 301, 404, College Chorus**—MISS BLACK

1 hour a week for 36 weeks. Credit, 1 hour.

The College Chorus is an organization of college men and women interested in singing the best music of the past as well as that of contemporary composers. Public performances are made several times a year and ordinarily ours are made of the Eastern Shore.

The College Chorus has a three-fold organization: Women's Chorus, Men's Chorus, and the combined choruses, known as the College Chorus. Smaller singing units such as trios and quartets are formed among the better singers.

*Music 104, 203, 304, 405, Orchestra**—MISS BLACK

1 hour a week for 36 weeks. Credit, 1 hour.

The College Orchestra is composed of students who already play an orchestral instrument or who desire to learn to play. Admission to the orchestra is by try-out or upon successful completion of certain standards of playing set up by the director. The College Orchestra makes several public appearances annually.

Music 401, Community Singing—MISS BLACK

2-3 double periods each week for 18 weeks. Semester credit, 2-3 hours.

In community singing principles of conducting and the place of music as a factor in community living are emphasized.

Music 403, History—MISS BLACK

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Major composers of the romantic and modern periods are studied as being exemplar of outstanding schools of music.

Philosophy and Psychology

Philosophy 202, Introductory—DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course surveys seven of the major problems of philosophy and at the same time examines present problems and practices of these major problems. The chief approach and the dominant guiding principle of the course is not that these historical persistent problems all have a contribution to make to problems of the present, but rather it is regarded that the historical development of human thought is to be observed in the attempted solutions of

* Only one credit will be allowed each year for Chorus and Orchestra.

these problems. It is the chief aim of the course to direct the consideration of the best thought of the best thinkers so that it will result in bringing to the student a deeper, broader, and more significant view of his life in the environment in which he is to live.

Psychology 201, General—DR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The major objective of this course is to develop a definite fundamental analysis of human nature from the view point of man's native equipment and original tendencies. Emphasis is placed upon the inter-relationship of mental activity and functional physical activity. With this in view, such topics as sensations, feelings, emotions, desires, and habit formation are studied. To give the student perspective, a survey of the different schools of psychology is made.

Psychology 202, Social—DR. MAY

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality.

Physical and Health Education

Physical Education 101-102, 201-202, 301-302—MISS JAMART AND MR. MAGGS

2 hours a week for 36 weeks. Semester credits, 2 hours each.

These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of those activities, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

Health Education 104, Personal Hygiene—MISS JAMART AND MR. MAGGS

2 hours a week for 18 weeks. Semester credit, 2 hours.

This course attempts to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

Nutrition 202, "Red Cross"—MISS POWELL

2 hours a week for 18 weeks. Semester credit, 1 hour.

This course follows the National Red Cross outline for nutrition. It is planned so that the student may have a better knowledge of the needs for health and growth of youth.

Physical Education 105-106, 205-206, 305-306, 405-406, Corrective—MISS JAMART

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to Physical Education classes because of remedial defects may enroll.

Health Education 402, Health of School Children—MISS JAMART

3 hours a week for 18 weeks. Semester credit, 3 hours.

The course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as sanitation of the school plant and the ventilation and lighting of school rooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse, knowledge of the defects and diseases, communicable and non-communicable, frequently found among children of school age, methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

Physical Education 401-402—MISS JAMART

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses are a continuation of Physical Education 301-302. The chief topics are: play and what it means to the child; importance of organized play in school; organized games; athletics and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Physical Education 404, Folk Dancing—MISS JAMART

2 hours a week for 18 weeks. Semester credit, 2 hours.

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of natural characteristics, folk costumes, and a brief history of the dancing of each country as it is considered.

Science

Science 101-102, Biological—DR. SIMONDS

2 lectures and 1 double laboratory period a week for 36 weeks. Semester credit, 6 hours.

These courses are particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content includes a study of the general characteristics of living things, a survey of the animal and plant kingdom with emphasis on the evolutionary sequences; and a study of the life histories of representative animals and plants.

Zoology 101, General—DR. SIMONDS

2 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

The aim of this course is to acquaint the student with the general biological principles through the study of the anatomy and physiology of the representatives of the animal kingdom. It is designed to provide a cultural background as well as a foundation for courses in psychology and sociology. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology.

Botany 102, General—DR. SIMONDS

2 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

This course consists of the study of the relationship of the plant groups and also of the anatomy and physiology of the seed plants. The chief aim is to present the fundamental biological principles of plant life and to provide a cultural background for the student. The nature and aim of the biological sciences, their methods, and the value of their results are also presented.

Zoology 203, Field—DR. SIMONDS

1 lecture and 1 three hour laboratory period for 18 weeks. Semester credit, 2 hours.

The purpose of this course is to study the relation of animal life to the environment. In addition, the student will study the behavior and identification of the common insects, birds, mammals, etc. Some attention will be given to the care of animals in the class room. Prerequisite, Science 101-102 or Zoology 101.

Botany 204, Field—DR. SIMONDS

1 lecture and 1 three-hour laboratory period a week for 18 weeks. Semester credit, 2 hours.

This course is designed to acquaint the student with plants in their natural habitat and the factors affecting their growth. Practice will be provided in the identification of representatives of the divisions of the plant kingdom. Special attention will be given to the identification of wild flowers, trees, and shrubs.

Prerequisite, Botany 102 or Science 101-102.

Science 201-202, Physical—MR. GLENN

2 lectures and 1 double laboratory period a week for 36 weeks. Semester credit, 6 hours.

These courses are designed to give a broad acquaintance with the various fields of the physical sciences. Their primary aims are to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. Their materials are selected from the fields of astronomy, earth sciences, physics, and chemistry. They cut across the boundaries of these fields, in order to bring out their relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today.

Chemistry 201, General—MR. GLENN

3 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

This course deals with the subject matter usually included in general chemistry. It is organized on a basis of the broad principles of the subject

rather than a detailed description of the elements. The principles studied are extensively illustrated with descriptive matter which in this course deals chiefly with the characteristics of the non-metals. The laboratory experiments are selected to give the student practice in the application of the principles. Quantitative relationships are stressed in the laboratory work.

Chemistry 202, General—MR. GLENN

3 hours lecture and 2 double laboratory periods a week. Semester credit, 4 hours.

This is a continuation of Chemistry 201. The course continues to dea with principles, and industrial applications rather than pure descriptive matter. This course includes a study of the characteristics of the metals. The compounds of carbon with their application to nutrition and the field of synthetic chemicals are given special attention.

Physics 201, General—MR. GLENN

3 hours lecture and 1 double laboratory period a week. Semester credit, 4 hours.

This course includes subject matter dealing with heat and the mechanics of solids, liquids, and gases. The course is arranged and presented to give the student insight into the use and development of the important physical laws and theories. Both the lecture and laboratory work are closely correlated to situations found in the student's environment.

Physics 202, General—MR. GLENN

3 hours lecture and 1 double laboratory period a week. Semester credit, 4 hours.

This is a continuation of Physics 201 and deals with magetism, electricity, light, and sound.

Social Sciences

Economics 101, Principles—MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course begins with a general survey of our industrial society, emphasizing the development and characteristics of modern capitalistic organization. It continues with a study of the fundamental principles involved in the consumption, production, exchange, and distribution of wealth. Special attention is given to economic laws and their application to modern problems. A brief comparison is made of the economic order in America with that in Russia, Germany, Italy, and other countries.

Economics 202, Applied—MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is an intensive study of modern economic problems in the light of principles developed in Economics 101. Some of the problems included in the course are those growing out of the risks in the industrial enterprise, banking, international trade, the relations between labor and capital, the concentration of the control of industry, the plight of agriculture, and the programs of social reform such as liberalism, socialism, and fascism. Each student is expected to make a through study of a current economic problem and to report his findings to the class. Extensive use is made of current periodicals. Most of the class periods are devoted to round-table discussions of the materials found in the textbooks and magazine articles. Prereuiqsite, Economics 101.

Economics 401, Conservation of Natural Resources.....MR. FLEMING

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course deals with the vital problems of the conservation of soils, minerals, forests, wild life and inland waters resources. Local applications will be stressed with field trips.

Economics 402, Consumer.....MR. FLEMING

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course is concerned with a study of consumer problems, the theory of consumer choice, aggregate consumption and the level of employment. Local applications will be made.

Geography 301-302, Elements.....MR. FLEMING

3 hours a week for 36 weeks. Semester credits, 6 hours.

These courses comprise a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. They aim to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitive activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of the course. A thorough study of the diverse regions of the world is made, with emphasis on the interrelationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographical thinking and expression.

Government 201, National.....MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course will serve as an orientation course for those who wish to do advanced work in the field of political science. The subject matter deals with the origins of American political institutions, the dynamics of constitutional development, the federal system with its traditional checks and balances, the functions and processes of government, political parties, and the adjustment of the American democracy to a changing social order. Frequent contrasts and comparisons are made between our government and that of other countries.

History 101-102, Europe.....DR. THOMAS

3 hours a week for 36 weeks. Semester credit, 6 hours.

These courses trace the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt with particular emphasis upon social, economic, and political phases of Western life.

History 201-202, United States.....DR. THOMAS

3 hours a week for 36 weeks. Semester credit, 6 hours.

These courses offer a comprehensive survey of the political, economic,

social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

History 302, International Relations.....DR. THOMAS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course uses United States international relations as its core, stressing recent events. It discusses United States foreign policy from its beginnings but pays particular attention to world events of the twentieth century. It is assumed that the student possesses a fair knowledge of the political and social history of the United States and of Europe. A carefully documented research paper is an integral part of the class work.

History and Geography 304, Maryland.....DR. THOMAS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is planned to acquaint the Maryland teacher with the historic background and geographic characteristics of his own State. Appropriate texts in both the history and the geography of the state will be made available in the library. Much individual research is done in the fields of local history and regional geography and industry.

Sociology 102, Introductory.....MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course consists of a general survey of the principles of social relationship and social program, change, and control illustrated by reference to problems of contemporary life.

Organizations

THE STUDENT COUNCIL

The Student Council is the "Mother Organization" of the college; its chief purpose is to bring about a complete working harmony among all student organizations and faculty members. The Student Council serves also as an advisory body to the President in so far as student regulations are concerned. The Council consists of eight students, two from each class, chosen annually by the faculty and student body, and two faculty members selected by the faculty.

Student Council

THE ALUMNI ASSOCIATION

Each year, graduates are inducted into the ranks of the Alumni by an impressive ceremony at sunset on the front steps the day before each Commencement. The aim of this Association is to keep alive among members the professional ideas and the friendly contacts developed during their college years. An active Alumnus is of great value to any progressive college.

Alumni Association

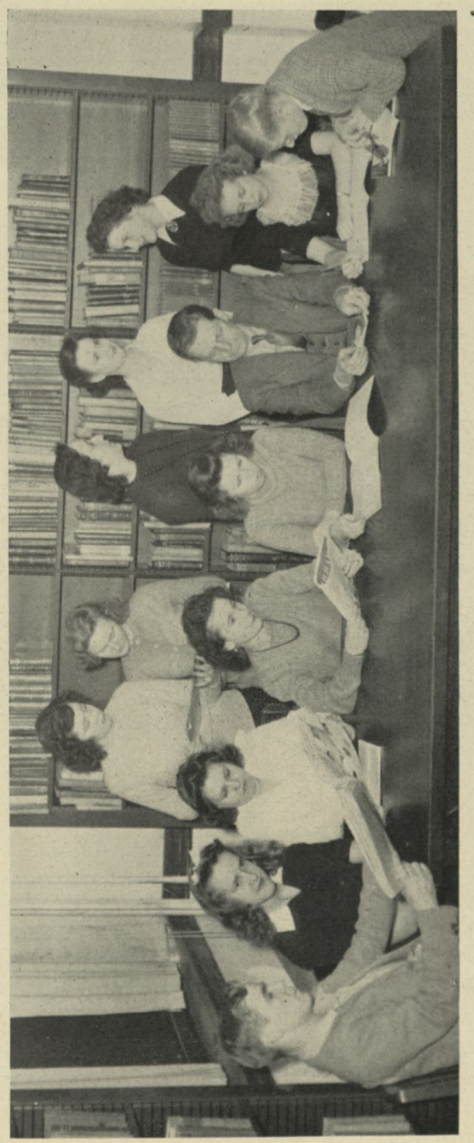
THE ATHLETIC ASSOCIATION

The Athletic Association consists of two branches, a men's association and a women's association. Each group has its own officers. The women's athletics in the school include field ball, hockey, and basketball. The girls also take part in the Athletic Exhibition, which is the major event. The men's athletics include three major sports: soccer, basketball, and baseball—and, in addition, tennis, softball, gym work, boxing, and wrestling. Each year intra-mural games are played in each of the three major sports. The Athletic Association sponsors a formal dance each year.

Athletic Association

THE BAGLEAN-CARNEAN

The purpose of the Baglean-Carnean Debating Society is to provide an opportunity for free discussion of our contemporary local, national and international problems. Meetings are held monthly. The membership which approximated fifty in the initial year of the club is now open to the entire student body. The ultimate aim of the organization is to make debating an outstanding and permanent extra-curricular activity of the college.



Baglean-Carnean Society

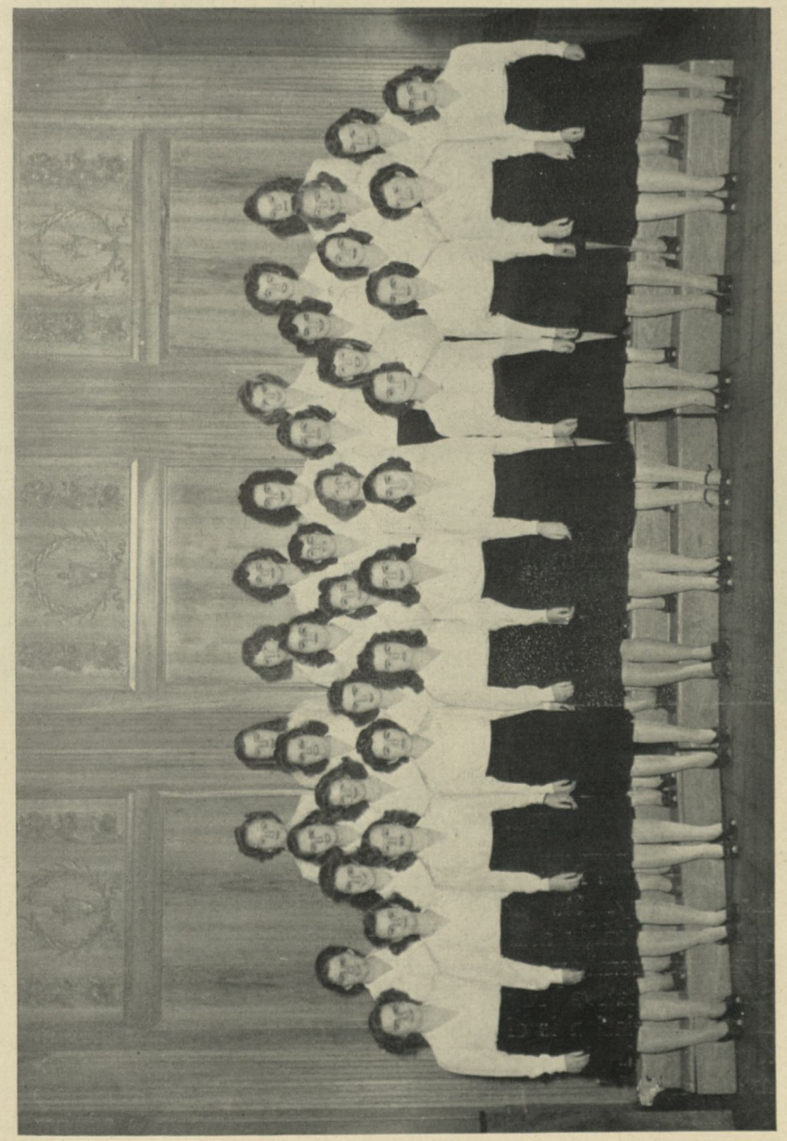
THE CHRISTIAN ASSOCIATION

The Christian Association admits both young men and women to its membership. Weekly vespers are held on Sunday evenings at 6 o'clock. Students plan and conduct all these services. Social welfare work is done in cooperation with the Wicomico Welfare Association. The Christian Association also collaborates with the Student Council in sponsoring the Annual High-School-Seniors Day.

Christian Association

THE COLLEGE CHORUS

The Glee Club has as its purpose those aesthetic principles which surround the artistic expression of the voice, development of ability, appreciation, and taste. A Men's Glee Club performs with the Women's Glee Club as the College Chorus. Each organization is independent and often performs separately for civil and social groups in Salisbury and other Eastern Shore communities, as well as in broadcasts and school concerts. Qualifications for membership are interest, ability, and satisfactory scholastic standing.



College Chorus

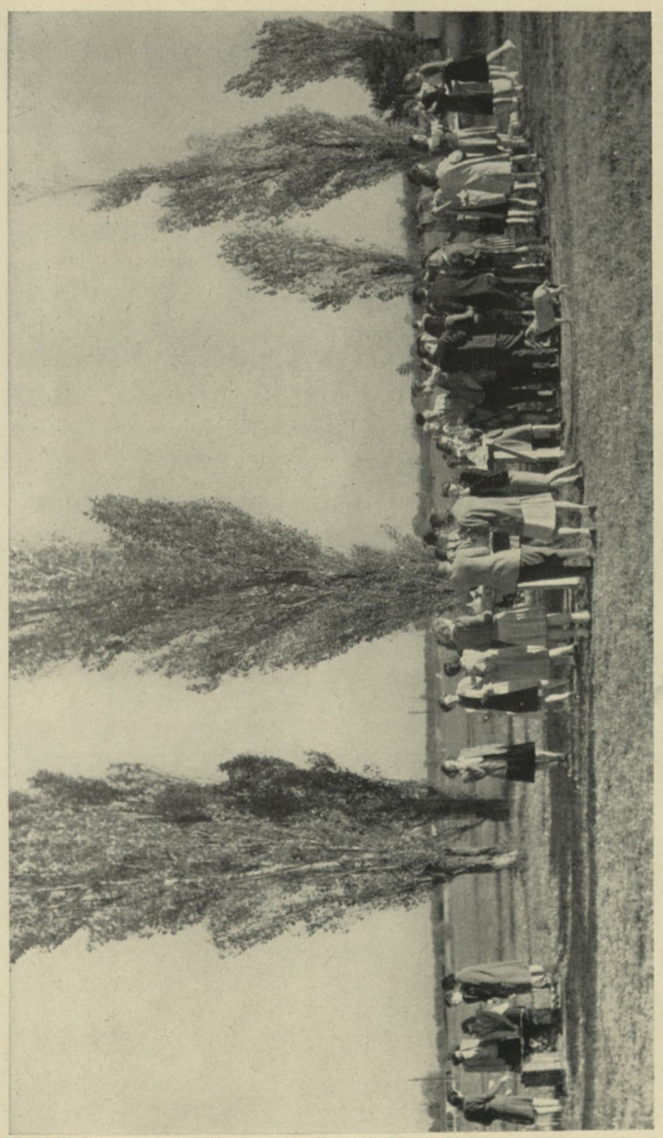
THE COLLEGE ORCHESTRA

To become a member of the band, the student need not be particularly skilled in the use of an instrument. With a few private lessons from the instructor, and upon reaching a suitable degree of proficiency, one may enter the band. The band plays for assembly programs and other school functions; in its repertoire are classic, semi-classic, semi-popular and band selections. College credit to the extent of one point a year is given each member.

Orchestra

THE HOME ASSOCIATION

The Home Association is an organization of girls living in the dormitory. Its purpose is two-fold: first, to create a better and more friendly atmosphere among the members; second, to give these members an opportunity to cooperate and work with the representative body of the school, the Student Council. The Home Association is of vital importance to the school since it, together with the Day Students' Association, creates the desirable and friendly atmosphere that one finds at the State Teachers College at Salisbury. The Social Director is adviser to this group.



Home Association

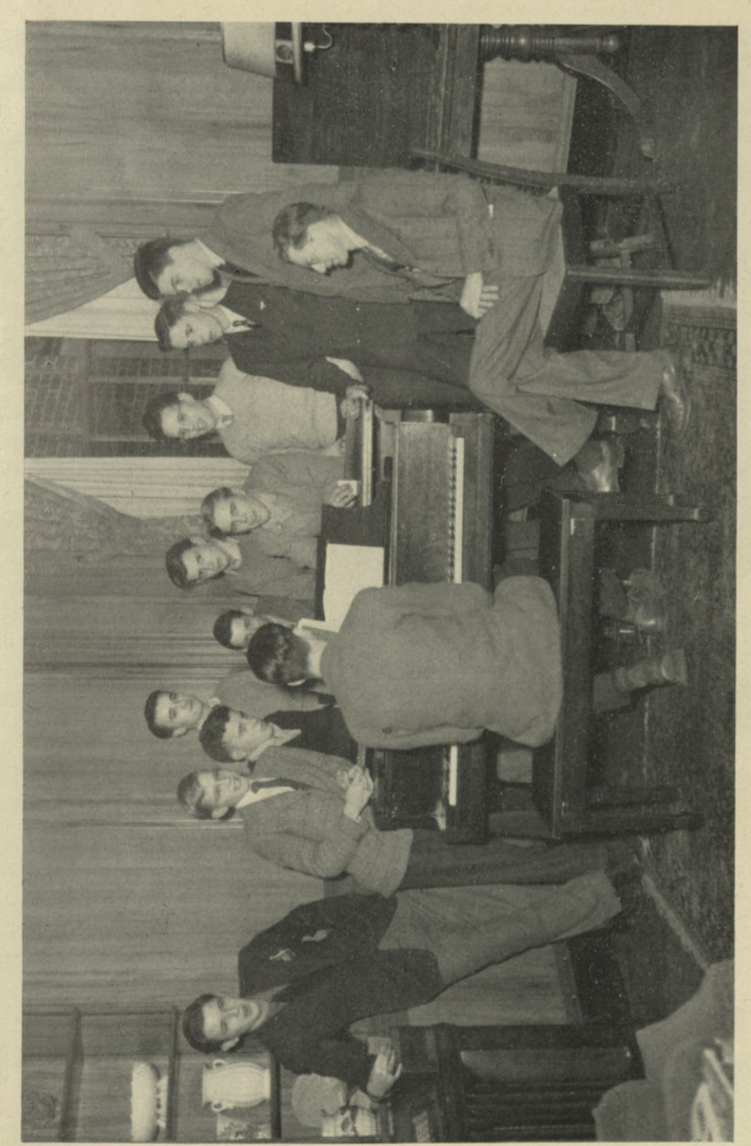
THE GIRLS' DAY ASSOCIATION

The Girls' Day Association is an organization of the commuting women students of the college. The primary aim of this association is to promote wider acquaintance and friendship among the faculty and student body. For the use of such students there are special rooms, equipped with lockers for books and materials, racks for coats, daybeds, and lounges. Each day student is responsible for keeping the room in good order.

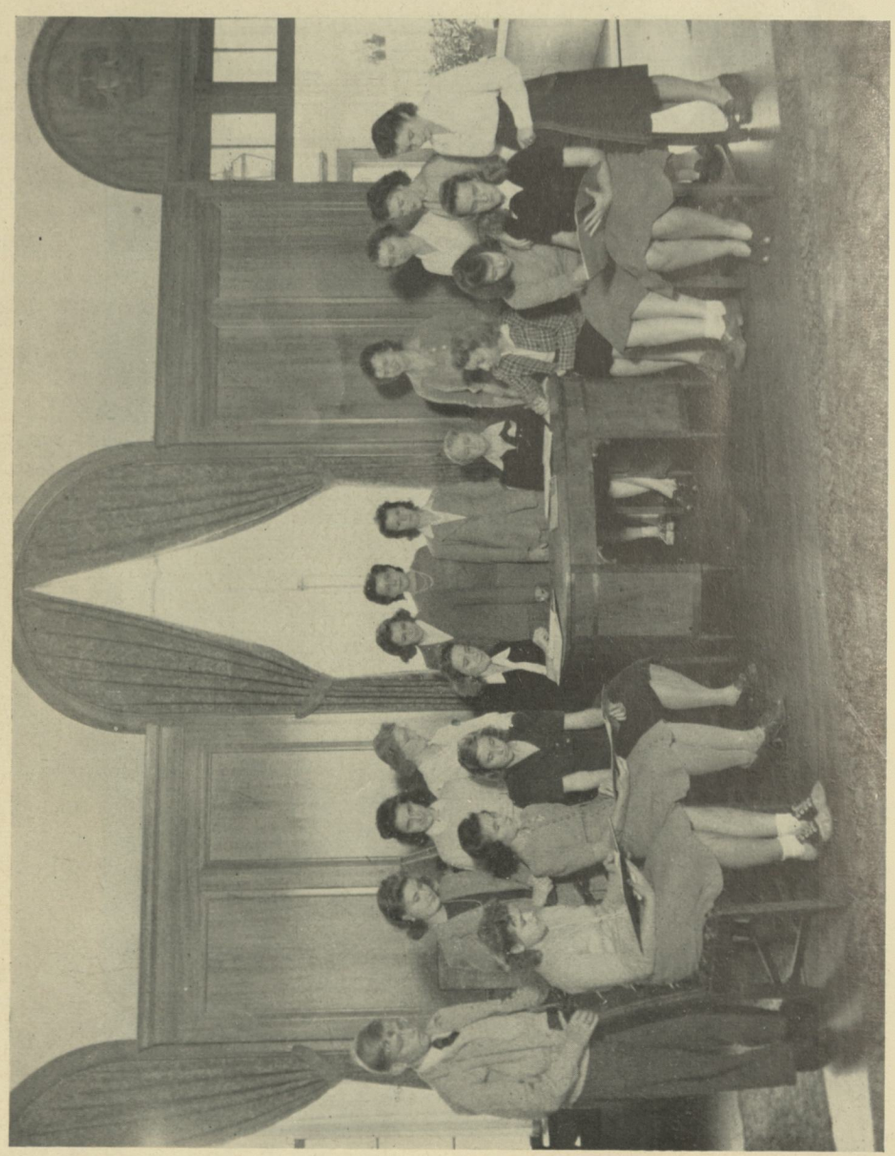
Girls' Day Association

THE MEN'S ASSOCIATION

The Men's Association has as its purpose the formation of a unity by which the men of this college may participate in the planning of college life. In meetings, matters and problems concerning the men of the college are discussed. The Men's Association has been a very important organization and will continue to command as respectable a position in college government as it has in the past.



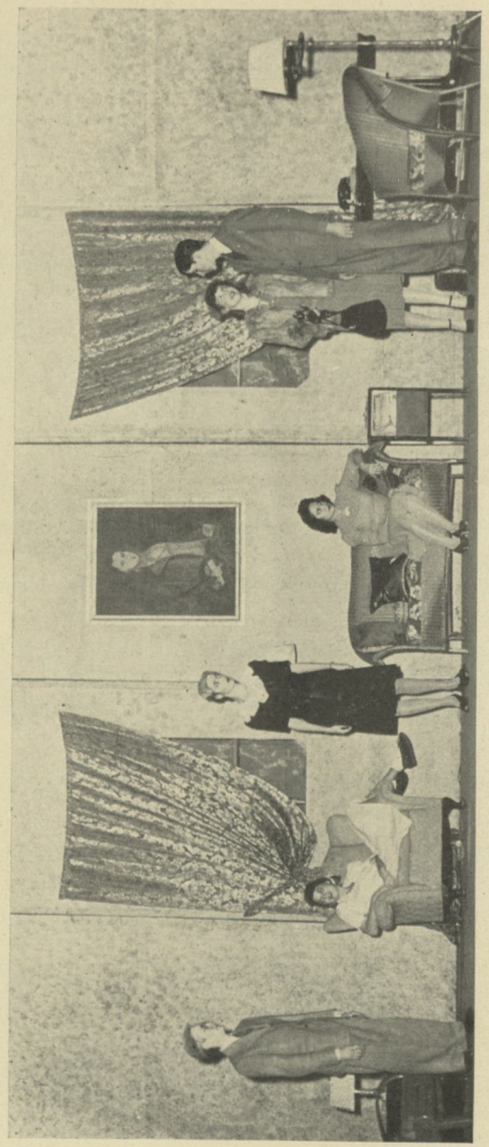
Men's Day Association



Publication Staff

THE PUBLICATIONS STAFF

Organized in the first year of the founding of the college, the Publications Staff has been the medium through which the life and activities of State Teachers College have been recorded. The college has two publications: "The Holly Leaf," a self-supported magazine published quarterly, and "The Evergreen," the college annual. Publication work is conducted by the co-editors with the assistance of a business manager, sports editor, and class reporters. With the able assistance and counsel of faculty members, the Staff is able to publish a magazine and an annual worthy of the college.



Sophanes Players

THE SOPHANES PLAYERS

The Sophanes Players, the dramatic organization of the college, produces such plays as Goldsmith's "She Stoops to Conquer" and the choral drama "Gloria." Each year one-act plays of all types are given during meetings, and for the public, to provide a chance for many to participate. Make-up, making of sets, and staging of plays have an important part in the work of the organization. Any student in the school may become a member.

Assembly

THE STUDENT ASSEMBLY

Every Tuesday during the school year, a school assembly is held under the direction of two students and one faculty adviser. Some programs are taken over by the different organizations and by the classes, while others are arranged by the Assembly Committee. These assemblies give an opportunity for group singing and provide one means for the uniting of the student body.

River View

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